The objectives of this session are:

- To consider the research into the development of Scottish and English RPL/APEL
- To identify the contribution that the research agenda for RPL/APEL in the UK can make to exploring the learner experience of RPL/APEL
- To identify the methodological tools and approaches that might support such an analysis.
- To identify opportunities for thinking differently about RPL/APEL guidance and assessment.

An Evidence Gap

No definitive explanation is apparent to explain the differences between APEL processes that learners find empowering and those that they do not. ... Indeed, in terms of the overall assumptions behind APEL, none of the studies on processes have investigated whether or not the processes of assessment are off-putting to potential candidates (Scott, 2010:26).

Outline: Part 1

- RPL Research & Development in non-formal learning contexts - Workforce development and Careers Guidance:
  - Recent Scottish context of RPL Research and Development and conceptual basis
  - Exploring the transformative dimension of RPL: two projects within workplace and careers guidance contexts
  - Potential Role of Scottish Universities RPL Network and European RPL Networks in supporting research agenda
  - RPL: researching the learner experience - addressing the evidence gap - key questions

Outline: Part 2

RPL Research & Development in formal learning contexts - Higher Education:

- Historical development of RPL (APEL) in English HE.
- Outline a number of studies that investigate RPL practices in HE from socio-cultural/interpretive perspectives.
- Consider the outcomes of a study using analytical tools from the field of Academic Literacies to explore the transformative dimension of RPL in one HE.

What types of research would be useful in better understanding the impact of RPL processes on the learner?
Cycle of RPL Development in Scotland

Innovation: Broad policy into practice
Reflection & consolidation: Good practice distilled back into policy development
Translation of new policy into effective practice at organisational level

Research/development focus
- Exploration of the ways in which RPL:
  - can be used to support skills recognition and skills development
  - can be integrated within workforce development strategies
  - can support participation of the workforce in lifelong learning
  - can support participation in further and higher education by non-traditional learner groups
  - can support transitions between informal, non-formal and formal learning contexts

Exploring the Transformative dimension of RPL
- EU-funded project APEL and Social Inclusion: The Learner’s Perspective (2001-03)
- 4 levels of Learner redefinition
- Social interaction and identity development:
  - Symbolic interactionism (Blumer, 1969; Mead, 1934; Meltzer et al, 1975)
  - Social identity theory (Tajfel, 1978; Turner, 1985; Ellemers et al, 1999)
  - Situated Learning (McLellan, 1996; Wenger, 1998)

Exploring the Transformative dimension of RPL
- EU-funded Valuing Learning through Experience (VaLEx) (2003-05)
- Development of SCQF RPL Guidelines (2003-05)
- From ‘accreditation’ to ‘recognition’
- Distinction between formative and summative recognition
- Sector RPL developments (2005-11):
  - Higher Education; Workplace; Community Learning and Development; Careers Guidance
  - Formative recognition processes; more accessible and streamlined assessment mechanisms; creative use of NQF level descriptors in recognition process

Integrating RPL within workforce development: Social Services sector project
SSSC SCQF Social Services RPL project (2006-08):
Aims:
- To engage social service workers who lack confidence as learners and/or reluctant to undertake formal learning
- Speed up and streamline the process of RPL for credit towards qualifications without losing quality
- Review the effectiveness of the RPL process and impact on practice
- Identify the means of integrating an RPL process within existing organizational systems of workforce development
Approach:
- Development of materials to support learners through formative stages and through assessments towards SVQ3 in Health and Social Care.
- Expert Working Group
- 2 stages of development, pilots and evaluation
- Pilot Evaluations, learner questionnaires, interviews and focus groups

Project Findings: the Learner Response
Evaluation highlighted:
RPL increased learner’s self confidence and their motivation to undertake further learning and development
Learners embarked on a qualification with greater self-confidence and a greater understanding of how they learn and how to express and demonstrate that learning
RPL process provided a useful preparation in learning how to think and write reflectively and lessened the fear undertaking a qualification
Mentors reported that learners had greater self-confidence within the workplace itself and that it had a positive impact on their practice
There was increased confidence and levels of enthusiasm and enhanced critical evaluation of their own and others’ practice.
Proposed Further Research

• Use and impact of RPL within the context of workforce development
• Link between SCQF, Continuous Learning Framework and RPL
• Case study approach - different social care contexts: impact on development of worker-learner identity; impact on professional practice; impact on service user; role of RPL in supporting points of transition

Skills Development Scotland RPL project

• Aim of project:
  — To develop and evaluate an RPL profiling tool and SCQF Benchmarking process as part of a careers guidance process with young people in schools.
  — To explore the extent to which RPL profiling and SCQF benchmarking could help young people in their Career Planning Journey and in building of confidence
• Fourth-year summer and winter leavers at risk of no positive destination in terms of education, training or employment.
• 2 stages of project development; field testing and evaluation
• Development Group; advisor and pupil feedback and evaluation

Skills Development Scotland project: integrating RPL within Careers Guidance process

linked to Curriculum for Excellence; Recognising Wider Achievement; More Chances, More Choices

Project 1 findings

• RPL process works well with small groups of clients with a shared experience
• Challenges to engagement with the process
• Use of core skills / SCQF level descriptors in benchmarking process problematic
• Useful process as part of mainstream Careers Guidance approaches
• Applicability to wide range of client groups

Project 2 Findings

• Positive feedback from pupils and advisors - linked to skills identification; confidence boosting; looking forward/planning next steps
• Value and purpose of SCQF benchmarking still unclear
• Reflection linked to SCQF benchmarking still problematic
• Contextualisation of SCQF level descriptors and better transition between stages developed in revised model

Key outcomes of SSSC & SDS projects in relation to the learner response

• Formative process - developing meta-cognitive skills; confidence building; motivation for further learning; preparing for summative recognition
• Group context - interaction with and validation by others in supporting development of learner identity
• Need to demystify academic language/assessment
• Need clear and supported transition between formative and summative stages
• Use of level descriptors in ‘validating’ learning and as translation devices
• Learner identity may persist outside RPL process – workplace preconditions? Expansive/restrictive continuum (Algren et al, 2007)
RPL: researching the learner experience

- Addressing the evidence gap understanding impact of RPL on the learner/worker:
- Transformative dimension of RPL
- Permeability of boundaries between informal and formal learning
- Impact on individual’s practice in the workplace
- Challenging assessment practices
- Role in supporting transitions between different learning and work environments
- Whether external recognition or ‘validation’ of informal learning needs to be achieved through the award of credit
- Importance of the role of facilitator in the RPL process

Potential Role of Scottish Universities RPL Network in research

- Vehicle for sharing practice and research in RPL to assist development in Scottish sector
- Raise awareness of developments in the rest of the UK, Europe and internationally
- Link into post-Bologna developments
- Link into other RPL networks via SCQF RPL Network and international research community e.g. PLIRC
- Investigating policy assumptions about RPL

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Whittaker, R. (2007) Recognising prior learning in Community Learning and Development using the SCQF, Report 81 Communities Scotland


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http://www.sssc.uk.com/Resources/Downloads.aspx


http://www.sssc.uk.com/Education+and+training/Recognition+of+Prior+Informal+Learning.htm

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Whittaker, R. (2007) Recognising prior learning in Community Learning and Development using the SCQF, Report 81 Communities Scotland


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References

European collaboration: European RPL Network

Supporting Scottish University RPL developments: access wider expertise and support streamlining of support and assessment

Informing a programme of action/typology on the basis of good practice across a range of different countries

Share practice, access knowledge and expertise and resources across EHEA

Developing European RPL Research Agenda: to develop evidence base

Websites

www.scqf.org.uk

www.enhancementthemes.ac.uk

www.sssc.uk.com

www.euroquideval.org

www.rplo.eu

www.valex-apel.com

www.tru.ca/distance/plirc.html

www.ehea.info/work-group-details.aspx?wkgroupid=17
Part 2: Researching the learner response to RPL in Higher Education
Helen Pokorny

Outline
- Historical development of RPL (APEL) in HE.
- Outline a number of studies that investigate practices in HE from socio-cultural/interpretive perspectives.
- Consider the outcomes of a study in one HEI using analytical tools from the field of Academic Literacies to explore the transformative dimension of RPL.
- What types of research would be useful in better understanding the impact of RPL processes on the learner?

A brief background to APEL in English HE
- Early APEL practice was embedded in the (then) polytechnic sector through the Council for National Academic Awards (CNAA).
- Picked up by the English Nursing Board and embedded into their programmes.
- It became an integral part of many work-based learning programmes.
- It has been the subject of various HE policy initiatives over the years.

Models of APEL assessment
- On a continuum from the Developmental Approach – Credit Exchange.
- The developmental model requires APEL candidates to revisit and re-evaluate their experience and emphasises the process of learning rather than (or as much as) the products of learning. (Butterworth 1992)
- The developmental approach was the subject of research by Trowler (1996)

Credit-exchange (NVQ)
...[with credit-exchange] the individual may feel understandably pleased to be given credit, and perhaps have more confidence as a result of this recognition, but in one very important respect they are no different after assessment than before: their understanding of their competence will not have been altered by the assessment process, for it has not been explored. Putting it simply, they have not learned anything they did not know before (Butterworth, 1992, p. 45).

Some implications of the developmental approach
- One must be careful not to create the erroneous impression whereby APEL is seen to be easier and quicker for the student to acquire than taking the course (Johnson, B. 2002, Models of APEL and Quality Assurance p. 27).
- ...at higher levels still the student will need to call on the works of various authors as a basis for critical reflection (Johnson, B. 2002, Models of APEL and Quality Assurance p. 44).
APEL in HE: Empowering or off-putting?

- Fraser (1995) which identified the feelings of disillusion students had in the process of ‘playing the game’.
- Colley et al (2003) considered the impact of learning outcomes and the way that the auditing approach of mapping prior learning can dis-empower learners.
- Pouget and Osborne (2004) in their analysis of the French and UK systems of APEL point out that a capable student may be able to demonstrate the potential to succeed in a specific employment context but fail to meet a narrow subset of curricula learning outcomes.
- Peters (2005, 2006) has written about the language and discourse of APEL and how it serves to exclude forms of knowledge developed outside of the academy.

Concepts from the field of Academic literacies research

- Ivanič (1995) set out three dimensions for exploring the concept of addressivity in student writing:
  - The autobiographical self refers to the identity that students bring with them to their writing.
  - The discoursal self is more concerned with the impression of herself that the writer might wish to convey in her writing.
  - The self as author is more related to the idea of authorial ‘voice’ and the opinions, beliefs and authority that the student feels she can lay claim to in her university writing (Lea 1998:159).

Socio-cultural perspectives

- Lave and Wenger (1991) stressed the importance of the relationships between identities, social membership, discourse and talk within communities of practice.
- Brown and Duguid (2000) argue that knowledge is the product of the interaction of social, economic, historic, cultural and physical networks encompassing community, tools and activities.
- Genre theorists genre theorists such as Cope and Kalantzis (1993) suggest that dialogue between different cultures is important this tends to be interpreted as narrow validation of the student voice or personal opinion, rather the processes of exploration and dialogue that can support the negotiation and (re) construction of identity necessary for mastery when crossing into a new culture.

Researching the Learner experience of APEL in an HEI.

1. How do different tutors and students approach the APEL assessment process?
2. How do students experience the APEL process?

Applied Lillis’s dimensions of addressivity (Ivanič 1995) for exploring the relationship between identity and authoring:

- Authority – who can you be? Who do you want to be?
- Authorship – What can you say? What do you want to say?
- Authorial presence – How can you say it? How do you want to say it? (Lillis, 2001).

<table>
<thead>
<tr>
<th>Authority</th>
<th>Who can you be?</th>
<th>Who do you want to be?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 1</td>
<td>It didn’t go well for me although I am very experienced, it affected my management skills and I think it’s more about the process than me.</td>
<td>My experience is accepted then you have to make it accepted. The purpose was to create the fact that I had been a manager for 4 years.</td>
</tr>
<tr>
<td>Authority</td>
<td>What can you say?</td>
<td>What do you want to say?</td>
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</tr>
<tr>
<td>N 1</td>
<td>I had to become the hands on, not study but you know studying the books and basically produce a proposal and essay for this module to prove that I know how to do it, not did the budget for the experiences and making a contribution to this hypothesis, in the budget.</td>
<td>If work experience is accepted then you have to make it accepted. The purpose was to create the fact that I had been a manager for 4 years.</td>
</tr>
<tr>
<td>Authorial Presence</td>
<td>How can you say it?</td>
<td>How do you want to say it?</td>
</tr>
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<td>------------------------</td>
</tr>
<tr>
<td>N 1</td>
<td>I thought I should start with my experience and think how do I address these issues? so I did that and I thought right now I ought to highlight that up with a bit of theory but not too much because it is research, which is the reporting of what I thought is worth doing.</td>
<td>I put the whole heap of appendices in there which was actually quite a depth of work experience but... I really didn’t do much good... I could tell them as a harlot of whatever that interests our dressing links to what I just put in there because I had lots of examples in my work experience and I thought that showed my skills and experience.</td>
</tr>
</tbody>
</table>

Gravett and Henning (1998)

<table>
<thead>
<tr>
<th>Monologic teaching</th>
<th>Dialogic Mediation</th>
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</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Transferred from teacher to learners</td>
</tr>
<tr>
<td>Learners</td>
<td>Passive recipients of knowledge</td>
</tr>
<tr>
<td>Teacher</td>
<td>Knowledge transmitter, unilateral authority</td>
</tr>
<tr>
<td>Relationships and context</td>
<td>Individualistic, impersonal relationships among learners and between teachers and learners, teacher and context control, lecture bound</td>
</tr>
<tr>
<td></td>
<td>Co-operative, mutual respect, learning-centred, power of lecturer diminished</td>
</tr>
</tbody>
</table>
Authority

Who can you be?
I try to be talking to parts. I really felt like I was being treated like an adult.

What do you want to be?
I feel very very pleased to do it because I have that knowledge and those skills and it's been recognised, which in itself it's not always recognised.

Authorship

What can you say?
I stuck at the beginnings of my, I stuck at the boundaries of my experience... so I'd say I can do anything but I had in the back of my mind, you know, so I'd say I can do anything but I had in the back of my mind, you know, so I stuck at the boundaries of my experience. I think I would say that I was just being...

What do you want to say?
I stuck at the beginnings of my, I stuck at the boundaries of my experience... so I'd say I can do anything but I had in the back of my mind, you know, so I stuck at the boundaries of my experience. I think I would say that I was just being...

Authorial Presence

How can you say it?
So I stuck at the beginnings of my, I stuck at the boundaries of my experience... so I'd say I can do anything but I had in the back of my mind, you know, so I stuck at the boundaries of my experience. I think I would say that I was just being...

How do you want to say it?
I stuck at the beginnings of my, I stuck at the boundaries of my experience... so I'd say I can do anything but I had in the back of my mind, you know, so I stuck at the boundaries of my experience. I think I would say that I was just being...

Artefacts, products and practices

• If APEL is to develop in HE it will need to include practices which are likely to involve holistic, integrative interpretations...the valuing of context-bound knowledge; and the articulation of values and judgments of assessors (Armsby et al. 2006, p. 38).

• Context bound knowledge as...
• Artefacts – objects with elements of creative design
• Products – tangible outcomes/technologies of practice
• Practice - behaviours/ways of being

The transformative dimension of APEL in HE.

A transformative approach involves an interest in questions of induction in academic literacies but in addition is concerned with:

a) locating such conventions in relation to specific and contested traditions of knowledge making;

b) eliciting the perspectives of writers (whether students or professionals) on the ways in which such conventions impinge on their meaning making;

c) exploring alternative ways of meaning making in academia, not least by considering the resources that (student) writers bring to the process of selecting workplace documents and artefacts, products and practices

• What conditions enable a 'transformative' experience of APEL?
• How do you make dialogue the goal of APEL practice?

http://apel.londonmet.ac.uk/

Tutors

Monologic teaching

Ni

Dialogic Mediation

P1

Knowledge

I would encourage the student to do more background research... more material to make it more reflective rather than descriptive so that some of the learning outcomes were met but just barely.

You know as I've been through their portfolio it's really interesting for me to learn as well from a different perspective as opposed to an academic text perspective.

Learning

Actual for I would say that the analysis understanding of the text was quasi limited she had a lot of experience in the practical area but her theoretical understanding...

As they are moving up in management level they are seeing more of the critical, analytical side so maybe it's not theory based but we are moving up to a higher level.

Teacher

If you like I was leading her to showing her understanding the theory that module would have covered.

I think I'm trying to guide it very much. The evidence in the area of the guidelines I think. A five page report misses the point of it... for the student as well. It should be in the creation of something that is quantifying their experience.

Relationships and context

She was talking the box she wasn't entirely engaged in it. She had made it and she did it.

I used to be leader trying to say ah that was right or that wasn't... if it wasn't what we were after that was fair enough but why do we put that on the students in the first place? I think it's actually more academic doing this in opposed to an industrial professional.

Artefacts, products and practices

• In each case study the students associated their workplace identity with the selection of workplace material resources and saw these as key to conveying meaning, depth and breadth, and not simply as evidence to substantiate their written claim.

• The importance of workplace documents was identified by Lea and Stierer (2009) in their study of academics who noted; the process of selecting workplace documents and reflecting on their function and significance, had afforded them new insights into their work, their identities and the process and functions of writing itself as part of their everyday professional practice. (Lea and Stierer, 2009: 426).

A different role for the academic assessor?

• Once the candidates are brought into the analysis and conceptualisation of assessment as co-producers of what are taken as facts about them, the assessors themselves are transformed from judges, separated from the world in which students engage in the performance to be judged [...] with mysterious powers to 'infer' [...] (the student's learning). They become ordinary human beings engaged in fact production. Holmes (2002, p. 7)

If we were to focus on 'facts' as artefacts, products and practices would this change significantly;

• the role of the assessor?
• the process for the learner?
• the criteria we use?
• the assessment methods we use?
• What research approaches would support this kind of exploration?
What different approaches to research would be useful in better understanding the impact of RPL processes on the learner?

What forms of research might help to identify opportunities for thinking differently about RPL/APEL guidance and assessment?

References

• Johnson, B. (2002), Models of APEL and Quality Assurance, Middlesex: Southern England Consortium for Credit Accumulation and Transfer, SEEC.
Integrating RPL within workforce development: the Scottish Social Services Council /SCQF RPL Project

**Stage 1 Project** (April 06- March 07)
- **Aim:** to test out the usefulness and applicability of the RPL process for learners (formative, preparatory sessions and profiling tool); test out the ease of use by mentors and enable the refinement of the Resource Pack and profiling tool.
- Expert working group
- 15 learners across 3 organisations (both private and voluntary care homes)
- Learner evaluation questionnaires & Mentor feedback
- A refined version of the Resource Pack and profiling tool was produced, as well as Mentor Resource Pack and further piloting of the revised model and material took place

**Stage 2 Project** (June 07- March 08)
- **Aim:** to review the effectiveness of the RPL process as a means of increasing learner self-confidence; accelerating the achievement of vocational qualifications; improving the quality of the learning experience; evaluating and enhancing practice.
- 5 pilot organisations (private, local authority, voluntary)
- 85 Learners
- Questionnaires and Focus group discussions with learners and mentors to explore key aspects of the RPL process and its impact in terms of personal and professional development, as well as on practice.
- Scottish Network of Internal Verifiers (SNIV) Group Feedback
- SCQF Social Services Working with Colleges Group Feedback
- Workshop participant feedback: PEPE International conference, January 2008

**Outcomes**
- RPL is being used in number of ways within the social service sector:
  - Gaining of qualifications
  - Recruitment
  - Induction
  - Supervision and appraisal
  - Performance interviewing
- RPL Resources now web-enabled and being widely disseminated across the sector – use of RPL champions
- Significant interest in the RPL Resources has been generated in other sectors - SCQFP have now produced generic version of resources to support cross sectoral development of RPL within Scotland.
- Establishment of SSSC RPL Interest Group in 2009 to develop RPL resources/profiling tools for other qualifications; support use of RPL within the sector
- Need for further research on use and impact of RPL – via Interest Group

Examples of Mentor Feedback on Learner Response

By thinking in a reflective way ..RPL enables people to ‘de-compartmentalize jobs’- to see things more holistically and recognize interrelationship/value of previous jobs. People through RPL need to reflect not just on prior knowledge but also on what they observing in the workplace and in service users’ behaviour etc- ie helps people ‘think out of the box’

If you can make the link early on, staff can see how RPL can help gain qualifications, ie help someone to slide into qualification if they lack confidence. RPL as part of an induction process can be an important bridge between what learned/did before and their induction for the new job. It stops people doing things in silos- by seeing it as part of ongoing learning. Without RPL it can take a person longer to get started in a qualification – it makes the journey easier.’

Past experience could be negative /something did wrong- the RPL reflective process enables people to think how they could have handled a situation better - freeing them up from the bondage of feeling failed- and see that everything is part of learning and growing.’

It is useful for demystifying SVQ jargon- it translates SVQ jargon into everyday language, by enabling learners to see how they can meet the standards in their everyday life and then transfer the skills across to their social care practice. This is helpful for learners who are struggling with the SVQ language. .

Examples of Learner feedback on Learner Response

When you start to reflect, people do not like it at first, but it makes you realize that you’ve got more potential than you realize and helps you to learn about yourself. It helps you understand the way in which you have learned to make adjustments and changes to the way you deal with people and situations. It helps you realize a deeper knowledge about yourself as a person’

You need to put aside false modesty, but also make a fair assessment of yourself- need to get the balance right. It is not natural to promote yourself, the only time you tend to do so is when you are defending yourself. RPL can give you a quiet confidence about yourself once you’ve reflected on your achievements’

Some staff are quite apprehensive- they want to study but do not rate RPL as a way of doing it. But you can win people over by hearing about others’ experiences of the process and seeing the end product. You need people who are willing to volunteer first, to act as pioneers. RPL champions can come from within learner group, as well as mentor group, who will become mentors.

People think of themselves as working in bubbles and have never thought of combining the bubbles before. RPL helps to make these connections.

Learning is more important than training- when you start to want to learn, you read more and become thirsty for knowledge. Workshops are better than formal training courses because they provide you with the opportunity to share experiences and views. It is a better vehicle for driving people ahead to learn more and when they feel confident then they want to share with others and this generates excitement and enthusiasm
Integrating RPL within Careers Guidance process: the Skills Development Scotland /SCQF project

• **Project 1** (Dec 2008-March 2009)
  - Developed RPL profiling and SCQF benchmarking tool
  - Field tested in 4 Secondary Schools
  - Evaluation: pupil questionnaire; career advisor questionnaire; evaluation session

• **Project 2** (Dec 2009-April 2010)
  - Development Group
  - Revised tools and materials based on outcomes of first evaluation
  - Field tested in 4 secondary schools and 1 community context
  - Evaluation: pupil feedback; development group evaluation session

• **Development of highly interactive, more engaging materials:**
  • Stage 1: Kick-start core skills profiling exercise (to get the young person engaged): ‘About me’ and ‘Who do you think you are?’ Activities: Activity cards/quiz style format
  • Stage 2: Reflective exercise/discussion (for young person to discuss experience in more depth and identify skills) : “Think About It” : 2 approaches – SCQF contextualized descriptor cards or Mind-Map & Guidance Questions
  • Stage 3: SCQF Benchmarking (notional mapping in relation to SCQF level descriptors: Working With Others, Autonomy and Accountability): SCQF Skills Profile for Student

**Project Outcomes**

• Contextualisation of SCQF level descriptors and final amendments to tools

• Skills Development Scotland /SCQFP Workshop for Careers Advisors on wider use, development and applicability of tool

• Skills Development Scotland and SCQFP plans to produce web-enabled version of tool and field-test with a wider range of client groups, including the long term unemployed and individuals facing redundancy, as well as school pupils linked to Curriculum for Excellence.


Examples of Career Advisor Feedback in Project 1 on Learner Response

The strength of the tool lies in connecting the guidance process to reflection on learning in a structured way. It enables the client to value their unintentional learning in a positive way. It is essentially good assessment interviewing, using life experience to focus on and assess self awareness with a view to sound decision making’ (Careers Adviser, School A)

‘Any person with skills and non-traditional qualifications; migrant workers (if there are no language barriers to effective communication); adults seeking to enter the workforce after a break (parent returners, those on incapacity who are being encouraged to return as part of the Employment and Support Allowance transition). It’s clear that it is hugely valuable and almost limitless in its application, it shows its roots helping those with skills and few qualifications enter care and social care type work on the back of prior experience’ (Careers Adviser, School B).

A lengthy process, with a lot of paperwork. Mapping guide could be more concise therefore easier to use(Careers Adviser, School C)

It was a very clunky process (Careers Adviser, School A)

Examples of Pupil Feedback in Project 1

The good things were when we spoke about a lot of stuff e.g. our skills and what we would like to do in the future. Also enjoyed it because I found out a lot about myself and it has got my confidence up’ (Pupil, School C)

‘It helped me understand my strengths and what I can improve about myself as a person. It also helped me figure out what I can do after I leave school’ (Pupil, School D)

‘Thought it was helpful’ (Pupil, School C).

However, one Pupil from school C commented that it ‘takes too long, too many papers to fill out’.